SEN INFORMATION REPORT 2026 - 2027

What kinds of special educational needs does Tulip Academy make provision for?

Tulip Academy Spalding comprises of two Spalding-based campus', East Campus and West Campus.

We cater for pupils between the ages of 3 and 19 with Moderate Learning Difficulties, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Autistic Spectrum Conditions, ADHD, Sensory Needs, Physical Needs, and/or Social, Emotional, Mental Health Needs.

Our mission statement is:
"Making Every Moment Matter"

At Tulip Academy Spalding the **VALUED approach** is at the heart of everything we do. We are constantly striving to improve the lives of our pupils through their environment and experiences.

The curriculum across the school puts the child or young person (CYP) first supporting them so they are well prepared for each phase of their education and transition into meaningful, aspirational and independent adult life, well placed to make a positive contribution to life in modern Britain. Our meaningful curriculum offer, focused on Life Skills, provides a breadth of knowledge to teach them about the wider world, but also supports the development of skills pertinent to adult life. Therefore, supporting CYP to become a resilient and independent young adult who can persevere through the many challenges they may face.

How would Tulip Academy identify and assess my child's special educational needs?

Every pupil has an Education, Health and Care Plan. These are reviewed annually. In addition, our pupils are constantly observed and their progress is noted.

Pupils are assessed against their own prior learning and we also conduct our own assessments within school.

Parents/carers evening are held twice a year with teachers to discuss progress. The school works closely with therapists and external agencies to identify the holistic needs of every pupil.

How will the curriculum be matched to my child's needs?

All planning, both, medium term and short term is highly differentiated within each class. Each class has a full-time equivalent teacher and one or more teaching assistants. School staff are supported by Speech and Language Therapists, Physiotherapists, Occupational Therapists and specialist teacher advisors where and when appropriate.

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' At Tulip Academy Spalding our priority is to ensure that all our pupils have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual pupils.

We also recognise that some pupils will require alternative educational provision that is bespoke and personalised to support their specific needs. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

- **Assess**: The class teachers and if necessary, the SENDco or professionals from external agencies, assess the needs of the individuals.
- **Plan**: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do**: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review**: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

How do we adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps pupils to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

How is the decision made about the level of support my child receives?

Your child will initially have their needs identified through their EHC plan. We constantly review this and using our expertise and experience will identify when and where additional support may be need.

How does our school know if our pupils need extra help?

- Liaison with parents/carers before a child starts school.
- Notification from previous setting (nursery/school).
- Notification from relevant agencies or health professionals involved with the child.
- Daily assessments in class.
- Termly reviews of the child's attainment and progress.
- Concerns raised by parents/carers, the child or other adults in school.
- An indication that the child's behaviour is beginning to affect his/her performance or well-being e.g. frequent lunchtime incidents.

How can parents/carers raise concerns?

At Tulip Academy, we operate an open-door policy so in the first instance, please speak to your child's class teacher. Alternatively, you can arrange to speak to our school Deputy Head Teacher (Inclusion), Mrs Garland. A member of the school office team will be happy to make an appointment for you.

What do I do if I have a concern about the provision for my child?

In the first instance we encourage you to contact your child's class teacher. If you still have concerns, then please contact the Deputy Headteacher or Headteacher. In the unlikely event that your concern is not resolved then please contact our Chair of the Local School Board.

Your child will need an Education Health Care Plan before being considered for admission to our school.

How will my child be involved in the process and be able to contribute their views?

We feel it is very important for your child to be involved in target setting and to tell us how they feel about school and learning. They will also be involved in reviewing their progress against current targets and setting new targets. This happens at least three times per year.

How will the curriculum be matched to my child's needs?

Tulip Academy prides itself on its 'Quality First Teaching' which we deliver to all children in all classrooms. This includes a curriculum which is fun, relevant, and accessible to all through differentiation and scaffolding which we aim to deliver in the most inclusive way possible. However, if your child requires support that is 'additional to and different from' the rest of the class and staff will use a range of strategies to support their learning and progress. These include:

- Using alternative methods of recording such as an adult scribing, the use of ICT, the use of writing slopes.
- The use of coloured paper for working and overlays for reading.
- Small group or 1:1 support for some focussed intervention activities, both in and out of the classroom.
- Giving children extra visual aids such as visual timetables and checklists
- Providing pre-learning and consolidation time to ensure children grasp and embed new concepts.
- Different seating positions for engagement and focus.
- Calming and fidget aids such as fidget toys, wobble cushions, wobble chairs and weighted blankets.
- Attending Sensory Circuits every morning to prepare them for the day ahead.
- Opportunities for movement and brain breaks
- Individual reward systems.
- Individualised learning objectives and outcomes where necessary, based on the small steps needed for them to reach their potential.
- More regular assessments of their smaller steps of learning and progress.
- Special arrangements when taking tests or being assessed e.g. rest breaks.

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

It is very important to us that you feel well-supported and informed and in the first instance, your child's class teacher and TA will keep you regularly informed of your child's progress in a range of ways. These include:

- Home/school communication on Seesaw.
- Target set meetings and all relevant SEND paperwork.
- SEND Parent/carer consultations.
- Assessment or observation feedback from school or an outside agency (SENDCO may also be present).
- Annual reports.

If you wish to have a longer meeting with your child's class teacher, please contact them either by phone or face-to-face to make an appointment for an appropriate time. To make an

appointment with a SENDCO or Deputy Headteacher (Inclusion) please contact the school office.

How will I know how well my child is doing at school?

Every year we discuss progress at Annual Reviews and our expectations for your child. We hold two parent/carer evenings, one in the autumn term and another in the summer term. We communicate with you regularly through SEESAW, by email and telephone. In addition to the Annual review you will also receive an Annual Report from us each year.

How does the school know how well my child is doing?

We carefully track and moderate the progress of every child in school to ensure they are fulfilling their potential, and our teachers and TAs are extremely skilled at assessing your child on a day to day basis. Within lessons, teachers will regularly ask your child to reflect on their understanding using range of self-assessment strategies which not only allows the teacher to see where extra immediate support is needed, but also shows your child very quickly that they are making progress and where they need help.

We also carry out more formal termly assessments which inform our data; teachers use this data to plan extra intervention sessions, inform groupings within the class and target those children who need extra support or extension.

Children with SEND may also need extra assessments to identify specific areas that need support. These may be done in school by our trained staff or by outside agencies. You will be informed of the results and how we are using them to help your child in school and how you can help at home.

Staff may meet with parents/carers of children who need additional support to ensure that provision is suitable.

How will my child be included in activities outside the school curriculum including trips?

At Tulip Academy Spalding every pupil has the opportunity to access trips.

Full risk assessments are carried out for any outdoor education opportunity and any specific need will be considered and planned for. We have a robust safeguarding policy and protocol in place. Pupils health and well-being is paramount. Personal Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work with medical practitioners if your child has a health need and will discuss with you a Health Care Plan and administration of prescribed medication. We also work with social services and the children with disabilities team.

How accessible is the school environment?

Our site is accessible for all children and their families, and all classrooms are chosen and adapted where necessary to cater for any specific needs and disabilities, wherever possible. All areas of the school can be accessed through ramps and lifts and there are disabled toilets. We also have a hygiene suite and showers.

If needed, a specific risk assessment will be done for individuals to address the accessibility of the school for that child and their needs. A resulting Care Plan would be written which would be reviewed as necessary.

What training is provided for staff supporting children and young people with special educational needs?

All of our teachers are qualified and have undertaken specialist further professional development. Our Teaching Assistants also have a range of expertise.

How will the school prepare and support my child to join the school?

We have excellent links with our feeder pre-schools, nurseries and primary schools. We visit the settings to talk to staff and meet the children prior to them joining us; discuss any SEND or behavioural needs at these visits and plan for any extra transition which may be needed. Staff will attend any necessary SEND meetings in the summer term if required. All new children are invited to attend taster days.

Children who join us from other settings follow an induction programme which includes a meeting for the parents/carers and child, any assessments that need to be carried out so that we know exactly what your child needs to progress. We contact your child's previous school to gather all relevant information; any SEND information will be passed to us.

Information from previous settings for all children, including SEND and medical information, will be used to inform planning. Extra transition may be planned if a need is identified.

How will the school prepare and support my child to transfer to a new setting/school?

When the time comes for your child to move to a new setting we will liaise with the receiving school and follow their transition process. We will enhance this with extra visits if necessary.

If children leave us prior to Year 11, we will on request from the destination school or county council, complete a Leaver's Form with all relevant information. The school also sends the child's exercise books and SEND information to the destination school. If necessary, a SEND transition meeting is arranged to pass on important information about the child along with any key support or management strategies. If deemed necessary, the SENDCO will call the school to speak to the new SENDCO to ensure that they are fully prepared for your child.

How will the staff support my child?

Every pupil has their own targets which identifies long term and short term objectives. Pupils may be taught 1:1, in small groups or whole class depending upon the activity.

How can I be involved in supporting my child?

We keep you informed of your child's progress through the Annual Review, Annual Reports and by sharing targets at the parent/carer evenings. We also use seesaw as a two-way sharing platform as well as the standard communication platforms such a phone or email and we hope you will also keep in touch with us that way as well.

The pupils are involved in the running of the school through the school council.

How are parents/carers involved in the school?

We hope to meet new parents/carers at the stage when you are deciding which school is your preferred choice for your child.
Each year we hold a structured conversation with you where we discuss targets for your child for the coming year. We hold two parent/carer evenings, and you are very much encouraged to come along to your child's Annual Review.

We hope that all parents/carers will support their child through:

- Regular reading.
- Encouraging them to be organised and independent.
- Supporting them in learning any sounds, key words, spellings, and times tables that are sent home.
- Ensuring you sign up to seesaw and school apps for to receive information.

For children with SEND the school will share practical ideas to help at home such as:

- Visual timetables and checklists, which we can help you to create.
- Games and activities to help develop memory and concentration.
- Strategies for improving reading such as paired reading.
- Resources to help your child achieve their targets such as flash cards.
- Advice from outside agencies including the Parent/Carer Forum.

In addition, we very much welcome parent/carer involvement in our school through:

- Becoming a member of FOSA and supporting their meetings and events.
- Sharing any talents or expertise you may have.
- Joining us to support your child during open afternoons, performances, sports days etc.

How can you get involved and who should you contact?

Friends of Tulip Academy (FOTA) meet regularly to arrange social events and fund raising activities. We also hold a Christmas Fayre, Summer Fete and put on a Christmas Performance and other events to which you are warmly invited. For further information, our website is regularly updated with upcoming events or alternatively please contact our school office.

Above all, we encourage you to communicate regularly with your child's class teacher and share any information about your child that will help us to ensure all their needs are met. We would also encourage you to download all the relevant apps to help keep you informed about your child e.g. Seesaw (online learning journal).

What external support is available?

We work closely with external agencies where necessary. The following have supported children at Tulip Academy:

Working Together Team (WTT) - Autism support

Behaviour Outreach Support Service (BOSS)

Diabetes Team

Speech and Language

Hearing impairment

Visual impairment

School Nursing Team

Physiotherapy

Occupational Therapy

Community Paediatrics

Health Visitors

Children's Social Care

Educational Psychologists

Pupil Reintegration Team

Safeguarding Teams at local GP's

We are with you – substance abuse support

Safer Lincolnshire

Children's Mental Health Support (CAMHS)

Haemophiliac Nursing Team

Early Help Team

Art Therapist

Music Therapy

Counseller service

How well do our students achieve at the school? Are they happy?

Functional Skills Results:

Subject	Year 10 (Entry Level)	Year 11 (Entry Level and Level 1 & 2)	Post 16 (Entry Level)
Literacy	9	15	1
Numeracy	12	9	1

What support is there for my child's overall well-being?

Wellbeing:

We monitor wellbeing closely though our close working relationships with the children and an ethos of kindness and love. Our children know that they have adults to help them and who and where to go if they need support. We also work closely as a school team to identify any children who made need additional support. We also have trained Emotional Support Literacy Assistant - Miss George. Within school we have access to staff trained in counselling, the FRIENDS programme, Art Therapy and Drawing and Talking Therapy. We also work closely with CAMHS, child and adolescent mental health services, if your child needs this level of support.

Attendance

All of our pupils have attendance rates closely monitored by class teachers, attendance team, Deputy Head Teacher and Head Teacher. Those pupils who have an attendance rate below 95% are supported by the Attendance Team, DHT's and HT. Persistent absentees have support from external agencies as required.

How can I access support for myself and my family?

It can often be challenging to be a parent/carer of a child with SEND. Sometimes this is because of how the child's differences may present themselves in school, leading to difficulties and frustrations with their work, socially or emotionally. At other times, the child may exhibit those differences at home because of the different environment and expectations, or because they need to let out their emotions due to their school day.

It is important for parents/carers to seek the right kind of support for children from the right person, wherever these differences are presenting themselves.

Staff may signpost you to external agencies or support networks. Parents/carers are encouraged to contact their local Children's Centre and register for the '4ALL' magazine for further local information. Parents/carers may also wish to browse the Lincolnshire Parent Carers Forum website, packed full of courses and networking opportunities and the Lincolnshire Local offer and SEND section of the Lincolnshire Family Services Directory online which can be found at: http://search3.openobjects.com/kb5/lincs/fsd/localoffer.page?familychannel=2

Mrs Garland and Miss Jeff are also available to help support and offer advise where necessary.

If you wish to make a complaint, please follow our complaints policy.

What is the profile of SEND at the school?

	No. of EHCP	Code of Practice Category (Primary Area of Need)			
		Communication & Interaction	Cognition & Learning	Social Emotional & Mental Health	Sensory & Physical
Total	243	145	58	18	22

Who can I contact for further information?

In the first instance, your child's class teacher or TA is your first point of contact for any information regarding your child and their progress. For whole school information, please contact the school office on 01775 725566. If you require specific information regarding SEND, Miss Jeff (Interim SENCO) and Mrs Garland (Deputy Headteacher & SENCO) can be contacted via the school office who will be happy to make an appointment.



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Interim SENCO

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